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ABSTRACT

This module is intended to help guidance personnel in a variety of educational and agency settings increase their skills in selecting a career development theory and developing a plan for applying that theory in all phases of career guidance program development, as well as evaluating its effectiveness. The module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. Patterned after the Performance Based Teacher Education Modules developed at the National Center for Research in Vocational Education, the modules teach competencies for planning, supporting, implementing, operating, and evaluating guidance programs. The module follows a standard format that includes the following components: (1) an introduction that gives the user an overview of the purposes and content of the module; (2) a section that provides information about the module goal and a list of the competencies covered in the module; (3) a reading containing information on each of the competencies; (4) learning experiences consisting of an individual activity, individual feedback, and a group activity; (5) evaluation techniques that can be used to measure what workshop participants need prior to training and what they have accomplished through training; and (6) an annotated list of resources. (KC)

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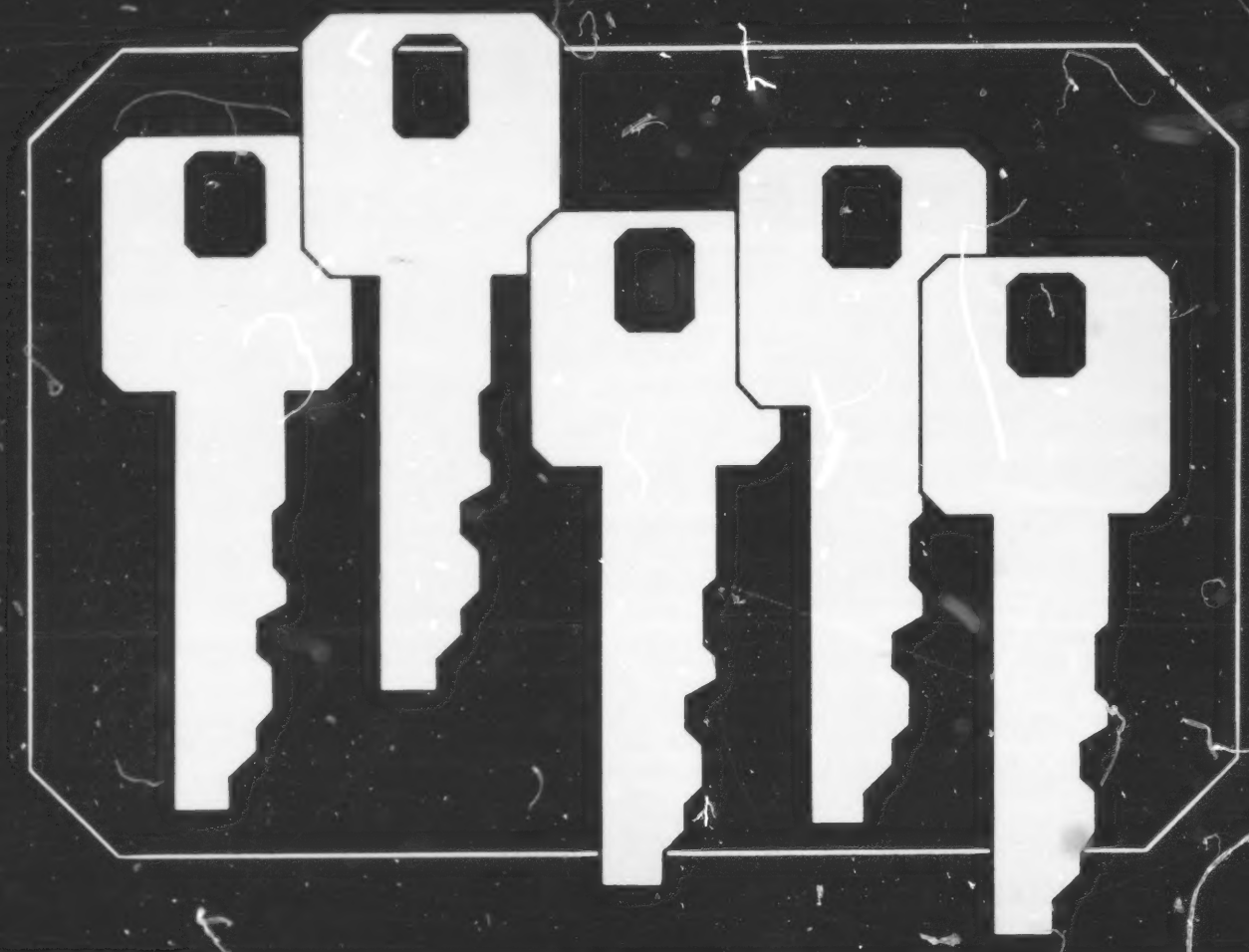
Establish a Career Development Theory



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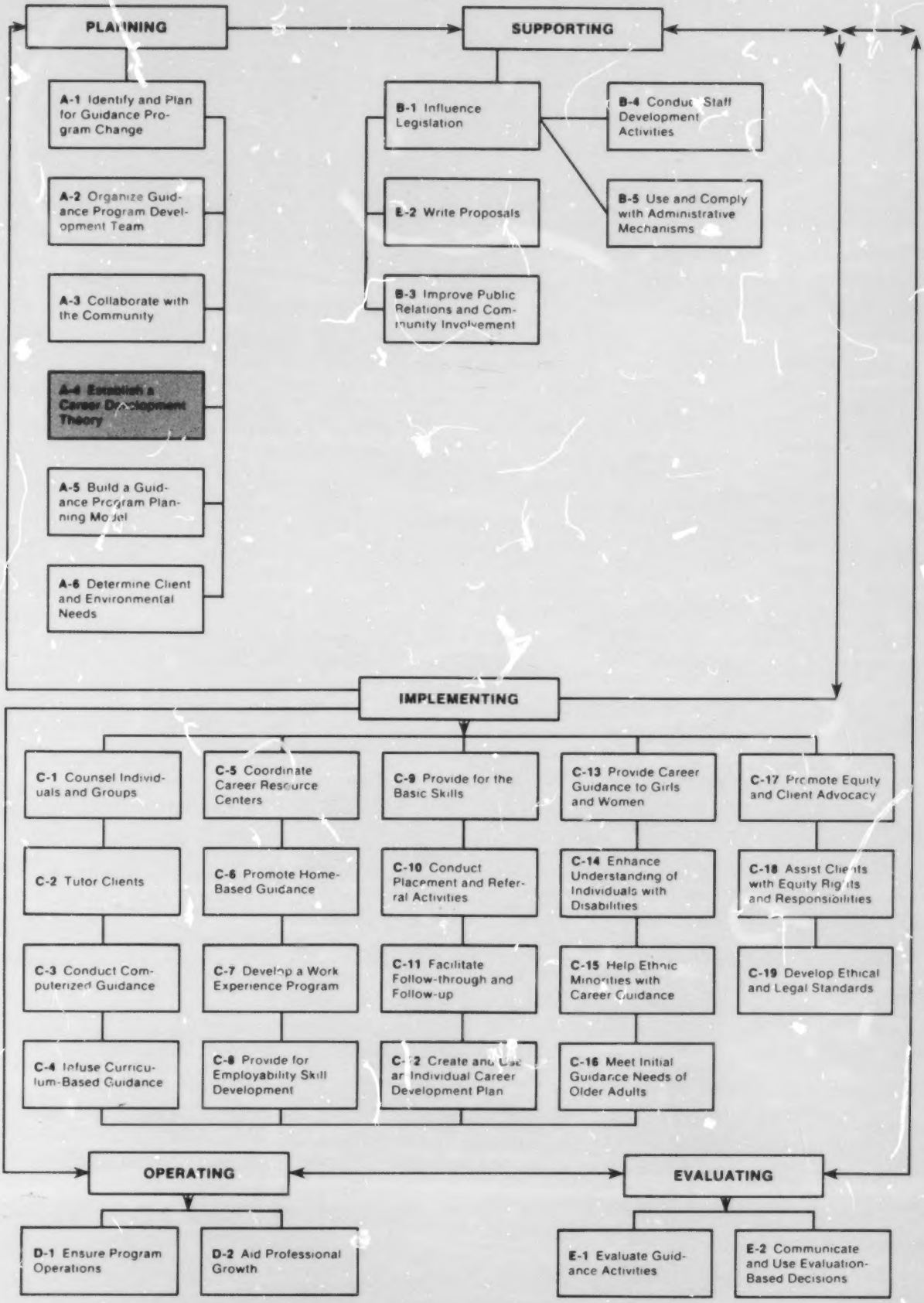
PLANNING
SUPPORTING
A-1 Identify and Plan for Guidance Program Change
A-2 Organize Guidance Program Development Team
A-3 Collaborate with the Community
A-4 Establish a Career Development Theory
A-5 Build a Guidance Program Planning Model
A-6 Determine Client and Environmental Needs
B-1 Influence Legislation
B-4 Conduct Staff Development Activities
E-2 Write Proposals
B-5 Use and Comply with Administrative Mechanisms
B-3 Improve Public Relations and Community Involvement
IMPLEMENTING
C-1 Counsel Individuals and Groups
C-5 Coordinate Career Resource Centers
C-9 Provide for the Basic Skills
C-13 Provide Career Guidance to Girls and Women
C-17 Promote Equity and Client Advocacy
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C-10 Conduct Placement and Referral Activities
C-14 Enhance Understanding of Individuals with Disabilities
C-18 Assist Clients with Equity Rights and Responsibilities
C-3 Conduct Computerized Guidance
C-7 Develop a Work Experience Program
C-11 Facilitate Follow-through and Follow-up
C-15 Help Ethnic Minorities with Career Guidance
C-19 Develop Ethical and Legal Standards
C-4 Infuse Curriculum-Based Guidance
C-8 Provide for Employability Skill Development
C-12 Create and Use an Individual Career Development Plan
C-16 Meet Initial Guidance Needs of Older Adults
OPERATING
EVALUATING
D-1 Ensure Program Operations
D-2 Aid Professional Growth
E-1 Evaluate Guidance Activities
E-2 Communicate and Use Evaluation-Based Decisions

Establish a Career Development Theory

MODULE
CG
A-4

Module CG A-4 of Category A — Guidance Program Planning
Competency-Based Career Guidance Modules

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1985

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FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application, each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency [illegible] developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions; over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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ABOUT THIS MODULE

ESTABLISH A CAREER DEVELOPMENT THEORY

Goal

After completing this module, career guidance personnel will have increased skills in selecting a career development theory and developing a plan for applying that theory in all phases of career guidance program development.

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Competency 2. Explain the key features such as philosophy, assumptions, propositions, and hypotheses of several theories of career development and choice 8

Competency 3. Select, using previously defined criteria, an underlying theory for a career guidance program by choosing from or adapting available alternatives to meet the needs of the clients and agency 13

Competency 4. State the selected theory in clear terms, defining how its components provide the basis for major areas of a career guidance program 14

Competency 5. Communicate the career development theory and its importance and rationale to team members and others who work within the program setting 14

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ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

Decisions! Decisions! As you develop a career guidance program, there are many questions which you need to answer. What are the needs of the people who will participate in your program, whether they be elementary age children, high school students leaving the public school system, young adults entering the world of work, or adults confronted with employment crises such as the unemployed or displaced homemaker?

When the needs of your clients are examined, you can address them more easily if you have some guidelines to help you. This module will help you develop that **framework**. It is an important area because it will influence all other areas of career guidance program development.

The important framework which you will develop in this module is called a **career development theory**. Take a minute to understand what a career development theory is. A **career** is the **total** of all work, learning, and leisure **activities** which a person has throughout a lifetime. Perhaps you never realized that your career started with your early life experiences and activities, and will continue throughout your life. **Career development** is a lifelong **process** during which a person learns and applies skills. These skills are used to set career-related goals, to act on these goals, and to revise them as problems or opportunities arise. Career development is a lifelong process which all people experience. It is the process of planning activities and experiences related to work, learning, and leisure.

How exactly does this process work? What factors within the person and the environment affect it? What can people do to help others with this process? While no one is certain what the answers to these questions are, career development theories can help answer them. A career development theory is a systematic way of looking at career development which uses known information to explain the career development process. It describes what occurs at various life stages, how career decisions are made, and how individual and environmental factors influence the career development process. It also attempts to explain these important factors on the basis of what is now known.

Choosing a career development theory for your program is an important step. This module will help you understand the advantages of using a career development theory, introduce you to several different theories, and guide you in selecting a theory for your program. Once you have selected a theory, you will plan how to communicate it to others, how to use it to guide your program development activities, and how to evaluate the effectiveness of your selected theory.

Why You Need a Theory

Competency 1 — Describe the advantages of using a theory of career development and career choice as the basis for a career guidance program.

You may think that theories are interesting but have little practical use. However, it is important to remember that a career development theory provides a framework which helps you to make important career guidance program decisions. A career development theory **explains** what occurs at various life stages, how career decisions are made, and how individual and environmental factors influence the career development process.

Here are some of the **advantages** of selecting a clearly stated career development theory. First, your theory will help you develop the **rationale** and goals for your program. Using your theory, you will be able to state the reasons why there is a need for a program and describe the outcomes which your program should achieve. Second, when you have selected your career development theory and communicated it to others, you will have a **common understanding** of career development and a base for communication. It will be easier to make program decisions with other staff members and to discuss your program with various groups.

Another advantage of selecting a career development theory is that the theory can provide **guidelines** for program development decisions such as which types of activities to use and how to sequence these activities. Also, your theory will help ensure the comprehensiveness of your program. An effective career development program provides a wide range of activities to support lifelong career development. Using your theory as a basis, you can evaluate the effectiveness of your program in enhancing all aspects of the career development of your participants.

A career development theory is not an abstract statement. It is a clear, concise description of the career development process, stating clearly its key features. Taking the time to select a theory will help you **justify** the need for your program, communicate about your program with others, design effective activities to be included in your program, and evaluate the impact of your program on the career development of your program participants.

There are a number of career development theories. These theories have been developed by people in the fields of education, psychology, sociology, and economics. Before you read more about these theories, it will help you to think about the kinds of questions which a career development theory should answer. Four key questions which can guide you when selecting your career development theory are:

1. What **characteristics within the person** influence career development?
2. What **environmental factors** influence career development?
3. What is the nature of the **career decision-making process**?
4. How do **development, growth, and change** occur during the career development process?

As you select a career development theory, you will want to identify a theory or some combination of theories which answers these four questions.

Personal Characteristics

First, a career development theory should help you explain which personal characteristics are important to the career development process.

People are a complex combination of a variety of different characteristics. Those characteristics that might be described in a career development theory include abilities, interests, achievements, personality, values, career pattern, experiences, and self-concept. As you look at career development theories, you will want to evaluate how each explains the influence of these personal characteristics on the career development process.

Environmental Factors

Second, a career development theory should help you explain which environmental factors are important to the career development process. People are influenced by many environmental factors and these influences affect the career development process. Some of the important environmental factors that influence the career development process are change occurrences, family influences, social influences, cultural influences, world of work, and economic conditions. As you look at career development theories, you will want to evaluate how each explains the influences of these environmental factors on the career development process.

Career Decision Making

Throughout an individual's lifetime, he or she will make many career-related decisions. Some career development theories describe this career decision-making process. The steps involved in the career decision-making process are the need for a decision, clarification of values, identification of alternatives, evaluation of alternatives, selection of the alternative, implementation of the alternative, and evaluation of the outcome. As you look at career development theories, you will want to evaluate how each explains this career decision-making process.

Development, Growth, and Change

Another important aspect of career development theories is the way they explain the process of development, growth, and change. Until recently, theories focused mainly on occupational choice; that is, on a decision which was made by an individual at one point during his or her life. Recent theories have described career development as a process which continues throughout an individual's lifetime. A comprehensive career guidance program needs to be based on this broader definition of career development. Therefore, it is important for you to select a theory which explains how this growth, development, and change occurs within people. As you look at career development theories, you will want to evaluate how each explains this developmental process.

Career Development Theories

Competency 2

Explain the key features such as philosophy, assumptions, propositions, and hypotheses of several theories of career development and choices.

Although there are many different career development theories, they can be grouped to help you better understand them. Five types of theories which you might want to explore are the following: trait-factor theory, personality theory, sociological theory, developmental theory, and decision-making theory.

The following sections will give you a brief overview of each of these five theories and describe how each views the four questions related to personal characteristics, environmental influences, development, and decision making.

Trait-Factor Theory

Trait-factor theory is one of the **older** career development theories. It suggests that career development is a process of **matching persons to jobs**. It considers personal characteristics (traits) such as interests, aptitudes, and achievement, but does not include other traits such as values, personality, and self-concept. Environmental factors are discussed as they relate to jobs or occupational situations. Job factors include work requirements, skills needed, and other factors. Other environmental factors such as economic conditions and family, cultural, and social influences are not considered. Decision making is viewed as a simple process of matching personal characteristics (traits) with job characteristics (factors).

Typically, some experts, such as a counselor, completes this matching process for the person. The theory does not discuss the various steps which occur during the decision-making process, nor does it consider the developmental process. It assumes that people will be faced with occupational choice situations at only a few points in their lives and gives no suggestions for career development interventions which might be needed throughout the life span.

Personality Theory

Personality theory suggests that individuals have **certain needs and preferred ways of meeting these needs**. These preferred ways of meeting needs define the individual's personality. Career development is a series of decisions which individuals make to meet their needs in preferred ways through work, learning, and leisure activities. **Personal characteristics** focus on personality types although other characteristics are acknowledged. John Holland (1973) has described six personality types, including realistic, intellectual, social, conventional, enterprising, and artistic.

Environmental factors are of major importance to these theories. First, personality is determined by environmental influences. Parents are the first influence which shape a person's preferred ways of meeting needs (personality). Later, other influences such as peers, co-workers, and friends also influence personality. The theory suggests that work environments can also be grouped according to the six dimensions of realistic, intellectual, social, conventional, enterprising, and artistic.

Decision making is viewed as the process of an individual with a particular personality type identifying and selecting a similar type of work environment. However, the theory does not describe the exact nature of this decision process. Personality theories stress the importance of early life experiences as an influence on personality development. They do not, however, explain how development and growth occur, or describe important career development tasks related to life periods.

Sociological Theory

This theory stresses the importance of **environmental influences** on the career choices which individuals make. While the theory does assume the presence of unique individual characteristics, these characteristics are not clearly described. The theory stresses the notion that personal characteristics are largely determined by environmental factors. The sociological theory describes a variety of environmental factors, including occupation, income and education of parents, sex, race, ethnic group, religion, place and type of residence, family size and stability, and school and community environment. These factors are considered to set boundaries and influence both personal characteristics and the range of options which are available to the individual. Decision making is not clearly described in the sociological theory. Although the theory proposes that an individual's range of alternatives and the choices made from these alternatives are to a large part determined by environmental influences, it does not explain the process by which this is done. The theory also gives little insight into the nature of development and growth. While it does suggest environmental factors which influence the developmental process, it does not explain how growth and development occur.

Developmental Theory

Developmental theory has grown out of the concepts of developmental psychology. It defines career development as a **process** which starts at birth and **continues throughout a person's lifetime**. This theory recognizes a variety of **personal characteristics**. It introduces the idea that people are multipotential; that is, that each person has unique characteristics and can be satisfied and successful in several different occupations. Self-concept is viewed as a major factor in career

development. Self-concept is the individual's subjective view of self. This perception of self may be positive or negative, and realistic or unrealistic.

Environmental factors are also considered as being of major importance in career development. A variety of factors are seen as important. The variety and nature of role models (other significant people) which the individual uses to define his or her self-concept is a major environmental influence. **Career decision making** is seen as the process of implementing self-concept through work, learning, and leisure activities. Decision making involves two processes known as identification and differentiation. During the identification process, people define themselves in terms of other individuals whom they know and admire. These role models may be parents, peers, teachers, or others. As the individuals develop their self-concept through identifying with others, they choose activities based on this self-concept. As they participate in these activities, they receive feedback from the environment. Based on the feedback, the individuals modify their self-concept. During this reality testing process, the individuals differentiate themselves from the role models and modify their self-concept. This theory indicates that having exposure to a variety of diverse occupational role models is critical to career development.

Developmental theory suggests that there are several career development **stages** (life periods). During each of these stages, the individual needs to master specific vocational development tasks. Donald Super (1970) has suggested five stages with substages.

Super's Vocational Life Stages

Growth	Birth-14
Fantasy (4-10)	
Interest (11-14)	
Capacity (13-14)	
Exploration	15-24
Tentative (15-17)	
Transition (18-21)	
Trial (22-24)	
Establishment	25-44
Trial (25-30)	
Stabilization (31-44)	
Decline	65 on
Deceleration (67-70)	
Retirement (71 on)	

These vocational life stages have implications for career guidance programs at all levels. At the elementary level, students are primarily becoming aware of occupational activities and beginning to understand these in terms of their own interests and abilities. At the junior and senior high level, students are first becoming aware of the need for career planning, exploring a variety of occupational opportunities, and making initial career decisions. During the post-high school and college years, individuals are further defining their career plans, obtaining the requirements needed for their tentative occupational choices, and reality testing their choices through employment experiences. Throughout adulthood, individuals have continuing career development needs such as: career entry, maintenance and advancement; re-evaluation and adjustment of career plans as needed; and planning for retirement or paid employment through the development of alternative life experiences.

Super also suggests that while all individuals proceed through the same general developmental stages, they vary in their sequence of jobs or career patterns. He suggests the following career patterns:

Male Career Patterns

- Stable--direct entry into life work
- Conventional--one or more trial jobs leading to stability
- Unstable--sequence of occupations
- Multiple-Trial--series of trial jobs with no clear career area

Female Career Patterns

- Stable Homemaking--no out-of-home employment
- Conventional--brief paid employment followed by long period of homemaking
- Stable Working--continuous work outside of home
- Interrupted--work outside the home, homemaking, work outside the home

Career patterns also have implications for career guidance programs. Individuals will need differ-

ent types of career planning assistance depending on the nature of their career patterns.

Decision-Making Theory

As you have read the previous theories, you may have noticed that they describe personal characteristics and environmental factors rather thoroughly but are much less clear about the exact nature of the decision-making process. Decision-making theory focuses primarily on describing the decision-making process. Most writers in this area, such as David Tiedeman (1963), base their work on the importance of viewing individuals in terms of a variety of personal characteristics and of recognizing the influence of a broad range of environmental factors on career development. Decision-making theory assumes that **personal values are a major factor** and will influence and guide the decision process. They also accept the importance of career development as a lifelong process and see the normal developmental crises as motivating the individual to be involved in the decision-making process throughout the lifespan.

Decision-making theory suggests that **career decision making is a systematic process** which can be described and which individuals can learn. This process starts with individuals recognizing the need to make a decision. Next, individuals clarify their values to guide the decision-making process. After this values clarification process, they identify as many alternatives as possible, either working alone or with assistance from others. Next, they evaluate each of the alternatives in terms of potential gain (advantages), cost (time, money, and effort), and probability of success.

After evaluating alternatives, they select the alternative which seems best for them. When one alternative has been selected, they develop a plan for implementing their choice. Finally, they implement their decision. As this implementation occurs, they receive feedback from the environment. Using this feedback, they decide whether the choice is satisfying or whether there is a need for a new decision.

Review of the Theories

Figure 1 provides a review of the five career development theories, discussed above, including trait-factor, personality, sociological, developmental, and decision-making. As you can see, the theories seem to emphasize different aspects of career development. It is probably necessary to combine two or more theories to select a comprehensive theory which describes personal characteristics, environmental factors, decision making, and growth and development.

Figure 1

Summary of Career Development Theories

Trait-Factor Theory

Personal Characteristics:	Emphasizes interest, achievements, and aptitudes. Does not mention other characteristics, such as values, personality, or self-concept.
Environmental Factors:	Gives clear description of occupational factors, but does not mention other factors, such as family, peers, etc.
Decision Making:	Decision making is matching personal traits to occupational factors. Does not describe decision-making process or stress individual responsibility for the process.
Development:	Assumes choices are made only a few times during the individual's life. Does not acknowledge or explain growth and development.

Personality Theory

Personal Characteristics: Stresses needs and preferred ways of meeting needs (personality). Recognizes other personal characteristics but does not give clear definition of them.

Environmental Factors: Stresses the importance of family and other early influences on personality. Also, indicates that occupational environments can be matched to personality types.

Decision Making: Decision making is an individual's attempt to select an occupational environment compatible with his/her personality type. Does not explain the decision-making process.

Development: Stresses the importance of early experiences on personality development. Does not clearly describe career development through the lifespan.

Sociological Theory

Personal Characteristics: Acknowledges unique personal characteristics, but does not describe them, and states that they are the result of environmental factors.

Environmental Factors: Describes a wide range of factors, including parent background, sex, race, ethnic group, residence, school, and community.

Decision Making: Range of options is defined by environmental factors. Does not explain decision-making process.

Development: Development is largely influenced by environmental factors. Developmental process is not described.

Developmental Theory

Personal Characteristics: Acknowledges a variety of personal characteristics. Stresses the importance of self-concept.

Environmental Factors: Acknowledges importance of environment, especially in providing role models and providing feedback during reality testing.

Decision Making: Describes decision making as the implementation of self-concept. Include these stages: define self, reality testing, receive feedback from environment, and modify view of self.

Development: Describes developmental stages and tasks. Stages include: growth, exploration, establishment, maintenance, and decline. Also, suggests career pattern as a way of describing career history.

Decision-Making Theory

Personal Characteristics: Acknowledges a wide range of personal characteristics but does not describe them in detail. Stresses importance of personal values in decision-making process.

Environmental Factors:	Acknowledges a variety of factors, but does not clearly define them.
Decision Making:	Views decision making as a systematic process which can be learned. It includes these stages: recognize need for decision, clarify values, identify alternative choices, evaluate choices, make choice, implement choice, and evaluate outcome of choice.
Development:	Recognizes developmental process with common developmental crises faced by all people. These crises create the need for decision making. Crises result from interaction of individual and environment.

Selecting a Career Development Theory

Competency 3

Select, using previously designed criteria, an underlying theory for a career guidance program by choosing from or adapting available alternatives to meet the needs of clients and agency.

Although all of the theories might have been interesting to you, you need to select one or more theories to guide your career guidance program development activities. It is not possible to use all of the theories because some of them contradict each other; however, you will probably want to select some combination because no one theory is totally comprehensive. Here are some criteria you can use when making your selection.

1. **Is your theory comprehensive?** Your selected theory should explain the four career development areas, including personal characteristics which influence career development, environmental factors which influence career development, the nature of the career decision-making process, and the nature of the career development and growth process.

2. **Is your theory easy to understand and communicate to others?** Remember that the purpose of selecting a career development theory is to guide the development of your career guidance program. You are not the only one who will be using the theory. It should be clear and easy to communicate so that program participants, staff, and others can understand and apply the theory.

3. **Is your theory supported by data?** A good theory is one which is developed to explain real events. It should be testable and should be consistent with known information. As you select your theory, you will want to read some of the suggested references to determine whether there is research support for your theory.

4. **Does your theory suggest career guidance program strategies?** As you read the different theories, you may have noticed that some suggest ways to intervene in the career development process, while others do not. For example, the sociological theory suggests that little can be done to expand the range of occupations open to a person. Decision making theory, on the other hand, suggests that it is possible to teach the decision making process, thus influencing the quality of career decision making. It is important that the theory which you select recognizes and suggests possible interventions which can form the basis for career guidance program strategies.

5. **Does your theory address the special needs of your program participants?** As you select

your theory, you will want to choose a theory which is appropriate for your program participants. The theory should apply to the age level of your participants and should address special career development needs, particularly for such groups as women, minority group members, and the handicapped.

Stating Your Theory in Clear Terms

Competency 4 — State the selected theory in clear terms, defining how its components provide the basis for major areas of a career guidance program.

Before you communicate your theory to others for use in your career guidance program, you need to state it clearly so others can understand it. One way to do this is to state your theory in terms of the four career development questions.

1. **Describe the characteristics within the person that influence career development.** You should describe and define each of the personal characteristics which you have selected as important influences on the career development process. Also, note the characteristics you feel are particularly important for your program participants.

2. **Describe the environmental factors that influence the career development process.** You should describe and define each environmental factor which you have selected as important to the career development process. Also, note which environmental factors you feel are particularly important for your program participants.

3. **Describe the nature of the career decision-making process.** After you have selected a career development theory, you should describe the exact nature of the career decision-making process, including the steps involved in the process.

4. **Describe how growth, development, and change occur.** Finally, you should describe exactly how your theory explains development, growth, and change, including developmental stages, developmental tasks, and forces which motivate the individual to change. Also, note the developmental stages and tasks which are most important for your program participants.

Communicating Your Theories to Others

Competency 5 — Communicate the career development theory and its importance and rationale to team members and others who work within the program setting.

Since the purpose of selecting a career development theory is to have a common basis to guide your total program development effort, it is crucial for you to communicate the theory to others successfully.

1. **Help others understand its importance and use.** Before you plunge into explaining the particular theory which you have selected, explain some of the advantages of having a career development theory, such as: it provides a common basis for planning; it suggests goals for the program; it facilitates communication about the program; and it ensures the compatibility of different program components.

2. **Communicate your theory in stages over time.** People are better able to accept an idea if they learn about it gradually over a period of time. First, you might start with activities which make others aware of your selected theory. Later, you might give them more in-depth information to help them understand the theory more thoroughly. Finally, you might use activities which help others understand how to apply the theory in the career guidance program development process.

3. **Personalize the theory to increase understanding.** After you have explained the basic concepts of your career development theory, you might want to have others participate in some activities to personalize the theory for them. Two possible ideas are a career development self-study (an analysis of a person's own career development) and a career development case study (an analysis of another person's career development). By using these activities, others can apply the theory to either their own career development or the career development of another person, thus making the theory concrete and easier to understand.

Applying Theory to Program Development

Competency 6

Apply the career development theory throughout all phases of the development and implementation of the program so that ongoing decisions are made on a clear and logical basis.

You have selected your career development theory to ensure the quality and comprehensiveness of your career guidance program. This means that the theory must guide all stages of program development. Your clearly stated, comprehensive career development theory can guide you in several program development areas.

1. **Identifying participants' needs.** Needs assessment is a first step in career guidance program development. You can use your career development theory to generate a list of possible needs which might be met through your program.

2. **Setting program goals.** Once you have completed your needs assessment, you can develop a list of program goals and objectives based on identified needs. You can use your career development theory to evaluate the appropriateness and comprehensiveness of your program goals and objectives.

3. **Designing program strategies.** When you have developed your program goals and objectives, you will design career guidance activities to implement those goals. Your career development theory can guide you in selecting strategies which will be most effective in influencing the career development process.

4. **Coordinating your career guidance program.** As you design and implement your career guidance program, you need to coordinate program activities to ensure comprehensiveness and to eliminate duplication. Using your theory, you can coordinate program activities to be sure that each program participants experience coordinated, com-

hensive sets of experiences which will enhance their career development.

5. **Evaluating your career guidance program.** Finally, you will evaluate your career guidance program. You can use your career development theory to develop criteria which you will use to evaluate your program.

Evaluating Your Theory's Effectiveness

Competency 7

Evaluate the effectiveness of the theory, and revise it as necessary to provide a sound basis for the program.

After you have used your career development theory to design, implement, and evaluate your career guidance program, you will want to evaluate how effective the theory has been in guiding this program development process. Here are some criteria which you can use to evaluate the effectiveness of your theory.

1. **Appropriateness for program participants.** Does your theory adequately explain the career development of your program participants or do they have special needs and concerns which the theory does not address?

2. **Staff acceptance.** Does your staff feel that your career development theory generates important goals for your program, or do they feel it neglects important areas? In general, does the staff philosophically agree with the theory, or is it incompatible with their philosophies?

3. **Comprehensiveness.** Is the theory comprehensive enough to result in a total career guidance program or has its use resulted in the development of a fragmented, noncomprehensive program?

4. **Ease of use and communication.** Has the theory been easy to apply in program development activities, or has it been very difficult to interpret the implications of the theory for career guidance activities?

Currentness. Is your career development theory still current, or have some developments in research and theory contributed major new understandings of the career development process, thus indicating a need to update your theory?

Learning Experience 1

Why You Need a Theory

OVERVIEW

COMPETENCY	Describe the advantages of using a theory of career development and career choice as a basis for a career guidance program.
READING	Read Competency 1 on page 7.
INDIVIDUAL LEARNING OBJECTIVE	State four advantages of using a career development theory in your career guidance program.
INDIVIDUAL ACTIVITY	Develop examples of each of the four advantages of using a career development theory.
INDIVIDUAL FEEDBACK	Critique your problems and solutions for the advantages of using a career development theory.
GROUP LEARNING OBJECTIVE	State how the use of a career development theory can help you avoid some common career guidance program development problems.
GROUP ACTIVITY	Develop a list of the specific advantages for using a career development theory in career guidance program development.

INDIVIDUAL ACTIVITY

Develop examples of each of the four advantages of using a career development theory.

In this activity, you will examine more closely the advantages of using a career development theory as a basis for developing your career guidance program. Take a few minutes to review the reading for Competency 1 on page 7.

As you read, there are four major advantages to using a career development theory. These are that a career development theory:

1. **Supports Program Justification (rationale and goals).** A theory helps you specify exactly how your program will benefit its participants.

2. **Aids Communication with Others.** A theory gives a common basis for communication with many groups, such as staff, administration, participants, and the public.

3. **Guides Program Development.** A theory gives a common criteria to use in making the various program decisions which you will need to make.

4. **Provides a Basis for Evaluation.** A theory suggests the important outcomes which your program should achieve.

To better understand these advantages, it will help you to think of some specific problems related to program development and suggest how the use of a career development theory can help solve these problems.

Complete the following worksheet, "Advantages of Using a Theory."

Worksheet

Advantages of Using a Theory

Directions: 1. Read the sample problem and solution for the first advantage area, Program Justification.

2. Think of another problem and solution for the Program Justification area which exists in your career guidance program and write it on the form.

3. Complete steps 1 and 2 for the other three advantages on the form.

1. **Establish Program Justification**

Problem:	Solution:
Difficult to gain financial support for the guidance program.	Theory suggests specific benefits which support participants' career development.

2. **Communicate with Others**

Problem:	Solution:
Staff in different departments have difficulty communicating with each other.	Theory provides shared definition of career development, thus improving communications.

3. **Guide Program Development**

Problem:	Solution:
Staff cannot decide which items to use in a needs assessment.	Theory gives framework to use in developing a needs assessment.

4. **Define Basis for Evaluation**

Problem:	Solution:
Program lacks evaluation data because the intended outcomes are not clear.	Theory defines outcomes to be used in program evaluation.

INDIVIDUAL FEEDBACK

Critique your problems and solutions for the advantages of using a career development theory.

You should have listed one problem and one solution for each of the four advantages of using a career development theory. Check to see that--

1. the problems and solutions which you listed are stated clearly so that other group members will understand them, and
2. the problems and solutions which you gave are important for your own career guidance program.

GROUP ACTIVITY

Develop a list of the specific advantages for using a career development theory in career guidance program development.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Tell participants that they will be working together in small groups to share the examples they developed in the Individual Activity.	
2. Divide participants into groups. Try to have at least six in each group.	It is preferable to have members of each group represent the same career guidance program. Tell participants to note their groups as they will be expected to remain in the same groups for other activities.
3. Have participants complete the Individual Activity.	
B. Sharing Information	
1. Tell participants to share the problems and solutions which each listed during the Individual Activity.	
2. Ask group recorders to develop master lists of all of the group members' problems and solutions.	

Facilitator's Outline	Notes
C. Develop Team List	
1. When a master list of all team members' problems and solutions has been developed, the team will select those advantages most important to their career guidance program.	If all team members do not represent the same program, some consensus should be reached as to those items which have the greatest common importance to all programs represented.
2. Have the team discuss each of the problems and solutions on the master list and put a * by those which seem most important to their program.	In the above case, additional symbols such as + may be used to differentiate among programs.
D. Feedback	
1. Review the four advantages of using a career development theory: program justification, communication with others, program development, and basis for evaluation.	
2. Reinforce the idea that each team has developed a list of specific advantages related to their own career guidance program.	Each participant will now have as many as six advantages listed in priority order.
E. Preparation for Learning Experience 2	
1. Tell participants that in the next learning experience they will be learning about five different career development theories.	
2. Have each member in a team select one of the four key career development questions for use in the Individual Activity in Learning Experience 2:	If there are more than four team members, two persons can take the same key career development question.
• Personal Characteristics • Environmental Factors • Career Decision Making • Career Development, Growth, and Change	
3. Be sure that each member of the team has selected a key question.	

NOTES

Learning Experience 2

Career Development Theories

OVERVIEW

COMPETENCY	Explain the key features such as philosophy, assumptions, propositions, and hypotheses of several theories of career development and choice.
READING	Read Competency 1 on page 7 and Competency 2 on page 8.
INDIVIDUAL LEARNING OBJECTIVE	Present one career development theory in terms of the four key career development theory questions.
INDIVIDUAL ACTIVITY	Review one career development theory and prepare a presentation of that theory.
INDIVIDUAL FEEDBACK	Review your "Career Development Theory Sheet."
GROUP LEARNING OBJECTIVE	Identify the strengths and weaknesses of the career development theories.
GROUP ACTIVITY	Share reports on the career development theories with each other and work as a group to develop a list of strengths and weaknesses of each theory.

INDIVIDUAL ACTIVITY

Review one career development theory and prepare a presentation of that theory.

In this activity, you will become familiar with four key questions related to career development theories, will read about five major theories, and will prepare a presentation on one of the five theories to give in the group activity.

There are four key questions which a career development theory should answer. Read the subsections of the reading: Key Questions to Answer; Personal Characteristics; Environmental Factors; Career Decision-Making; and Development, Growth, and Change that are in the reading for Competency 1 on page 7. When you have read these sections, return to this page.

Think about each of the four questions and review the factors related to each. Some factors related to each of these questions are--

1. characteristics within the person that influence career development,
2. environmental factors that influence career development,
3. the nature of the career decision-making process,
4. how development, growth, and change occur during the career development process.

Now you will read about each of the five major career development theories. At the end of Learning Experience 1, you selected one theory to focus on during this learning experience. Review the reading for Competency 2 on page 8. As you read, focus on the theory which you selected. When you have finished reading, return to this page.

After reviewing the reading you should have a clearer understanding of the theory you have selected. Spend a few minutes completing the worksheet "Career Development Theory Summary Sheet."

Worksheet

Career Development Theory Summary Sheet

Directions: 1. Write in the name of your theory.

2. Describe the Personal Characteristics which your theory states are important to the career development process.

3. List information related to each of the other three key areas: Environmental Factors; Decision Making; and Development, Growth, and Change.

4. List five strengths and weaknesses of your theory.

Theory _____

1. Personal Characteristics

2. Environmental Factors

3. Decision-Making Process

4. Development, Growth, and Change Process

5. Strengths and Weaknesses

INDIVIDUAL FEEDBACK

Review your "Career Development Theory Summary Sheet."

Review your "Career Development Theory Summary Sheet" to be sure that you have done the following:

1. You have listed enough information on each of the four theory factors to allow you to present the theory to the group.
2. You have noted strengths and weaknesses of the theory.
3. You have accurately summarized the information from the reading, references, and figure 1.

GROUP ACTIVITY

Share reports on the career development theories with each other and work as a group to develop a list of the strengths and weaknesses of each theory.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Have participants work in the same groups which they were in for Learning Experience 1.	it is preferable throughout the module to have participants stay in the same groups since the activities build on each other.
2. Have participants complete the Individual Activity.	
B. Review Five Career Development Theories	
1. Tell participants that group members will report on their selected theories using the worksheet "Career Development Theory Summary Sheet" completed in the Individual Activity.	
2. Have group members take turns presenting and other members should	

Facilitator's Outline	Notes
ask questions about and discuss each theory as it is presented.	
3. Ask group members to take notes and refer to figure 1 on page 11 for a summary of each theory.	
C. Present Team Summary of Five Theories	
1. Have groups summarize the strengths and weaknesses of each theory.	
2. Ask the participants to look at the transparency "Summary of Career Development Theories."	Show transparencies "Key Career Development Theories" on page 29 and "Summary of Career Development Theories" on pages 31 and 33.
3. Tell them that some strengths and weaknesses have been listed for each theory. Their task is to complete the listing by adding strengths and weaknesses which the group members suggest.	
4. Check to be sure they understand the task and answer questions which they may have.	
5. Have each group work to complete the handout "Summary of Career Development Theories" on pages 35 and 36.	
D. Feedback	
1. Review the four key areas which a career development theory should address: personal characteristics; environmental factors; decision-making process; growth and development; and the strengths and weaknesses of each.	
2. Ask participants if they clearly understand each of the five theories (trait-factor, personality, sociological, developmental, and decision making) and answer questions which they may have.	
3. Check to be sure that each group has developed a clear statement of the strengths and weaknesses of each of the five theories.	The leader may wish to make personal contact with each member.

NOTES

Transparency Master

Key Career Development Theories

Theory	Thumbnail Description
Trait-Factor	Personal traits matched to job factors.
Personality	Career choice is a means of meeting psychological needs determined early in life.
Sociological	Environment is the most important influence on career choice.
Developmental	Self-concept is a major influence in career choice; people have many potentials.
Decision Making	Personal values are a major influence in career choice (nine step process).

NOTES

Transparency Master

Summary of Career Development Theories

A. Trait-Factor Theory

1. Doesn't explain development and growth.
2. Does consider importance of occupational factors.
3.
4.
5.

B. Personality Theory

1. Doesn't give clear description of the career decision-making process.
2. Does stress the importance of personal needs and personality in career development process.
3.
4.
5.

C. Sociological Theory

1. Does give clear description of environmental factors which influence career development.
2. Doesn't recognize broad personal freedom of choice.
3.
4.
5.

NOTES

D. Developmental Theory

1. Does give clear description of growth and development process.
2. Doesn't give complete listing of environmental factors which influence the career development process.
3.
4.
5.

E. Decision-Making Theory

1. Does give clear description of the decision-making process.
2. Doesn't give comprehensive description of environmental factors which influence career development.
3.
4.
5.

NOTES

Handout

Group Number ____

Summary of Career Development Theories

A. Trait-Factor Theory

1. Doesn't explain development and growth.
2. Does consider importance of occupational factors.
3.
4.
5.

B. Personality Theory

1. Doesn't give clear description of the career decision-making process.
2. Does stress the importance of personal needs and personality in career development process.
3.
4.
5.

C. Sociological Theory

1. Does give clear description of environmental factors which influence career development.
2. Doesn't recognize broad personal freedom of choice.
3.
4.
5.

D. Developmental Theory

1. Does give clear description of growth and development process.
2. Doesn't give complete listing of environmental factors which influence the career development process.
3.
4.
5.

E. Decision-Making Theory

1. Does give clear description of the decision-making process.
2. Doesn't give comprehensive description of environmental factors which influence career development.
3.
4.
5.

Learning Experience 3

Selecting a Career Development Theory

OVERVIEW

COMPETENCY	Select, using previously defined criteria, an underlying theory for a career guidance program by choosing from or adapting available alternatives to meet the needs of clients and agency.
READING	Read Competency 3 on page 13.
INDIVIDUAL LEARNING OBJECTIVE	Apply the evaluation criteria to evaluate the theory which you presented in the last learning experience.
INDIVIDUAL ACTIVITY	Evaluate your selected theory.
INDIVIDUAL FEEDBACK	Review your career development theory evaluation.
GROUP LEARNING OBJECTIVE	Evaluate five career development theories and select one or more theories to provide a basis for your career guidance program.
GROUP ACTIVITY	Rank five theories and select one or more theories for your program.

INDIVIDUAL ACTIVITY

Evaluate your selected theory.

In this activity, you will learn criteria which can be used to evaluate career development theories and will apply the criteria to the same theory which you presented to the group in the last learning experience.

Review the reading for Competency 3 on page 13. As you read, note the five criteria for evaluating career development theories. When you have read this section, return to this page.

You have read about the five evaluation criteria. Remember, the criteria are as follows:

1. Is the theory comprehensive?
2. Is the theory easy to understand and communicate to others?
3. Is the theory supported by data or by your program experiences?
4. Does the theory suggest career guidance program strategies that will support the career development process?
5. Does the theory address the special needs of your program participants?

Now you will apply these criteria to the career development theory which you summarized in Learning Experience 1 by comparing them to the following worksheet "Career Development Theory Evaluation Form."

Worksheet

Career Development Theory Evaluation Form

Directions: 1. Write the name of your theory on the form.

2. Rate the theory on each criteria from five (very high) to one (very low).

Give a reason for each of your ratings.

Theory _____

	HIGH			LOW		Criteria
A.	5	4	3	2	1	Comprehensiveness
						Reason:
B.	5	4	3	2	1	Easy to Understand and Communicate
						Reason:
C.	5	4	3	2	1	Supported by Data or Experience
						Reason:
D.	5	4	3	2	1	Suggests Program Strategies
						Reason:
E.	5	4	3	2	1	Addresses Needs of Your Participants
						Reason:

INDIVIDUAL FEEDBACK

Review your career development theory evaluation.

Review your worksheet, "Career Development Theory Evaluation Form," to be sure that--

1. you have rated the theory on each of the five criteria,
2. you have given a reason for each of your five ratings, and
3. you are prepared to present your evaluation to the group.

GROUP ACTIVITY

Rank five theories and select one or more theories for your program.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point 1. Have participants work in the same groups they were in for the other learning experiences. 2. Have participants complete the Individual Activity. B. Evaluate Six Career Development Theories 1. Indicate that group members will report on their evaluations of the theories using the worksheet "Career Development Theory Evaluation Form" completed in the Individual Activity. 2. Have group members take turns presenting their evaluations. Other members should ask questions about and discuss the evaluation of each theory as it is presented.	

Facilitator's Outline	Notes
3. Encourage group members to take notes which will help them rank and select theories later in this activity.	
C. Ranking the Five Theories	
1. Have each group member work alone to rank each of the five theories and give a reason for his/her rankings using the handout "Career Development Theory Ranking Form" on page 43.	Stress that the rankings should be in terms of the team's specific program setting and needs.
2. Have the group discuss the individual rankings and arrive at a consensus ranking for each of the theories.	
D. Selecting a Career Development Theory	
1. Have the group examine their consensus rankings of the career development theories.	
2. Tell the groups to select one or more theories to provide the basis for their career development programs, and to list these on the bottom of the handout "Career Development Theory Ranking Form." As they do this suggest they consider the following: • Select one or more theories that will provide a broad, adequate theoretical base to guide program development. • If more than one theory is selected, be sure that the selected theories are compatible with each other. • Avoid selecting too many theories since it will be difficult to integrate and communicate many theories.	
E. Feedback	
1. Review the five criteria for evaluating career development theories (comprehensiveness, easy to understand and communicate, supported by data or experience, suggests program strategies, and addresses needs of participants).	

Facilitator's Outline	Notes
2. Check to be sure that each group has selected one or more theories to provide a basis for its career guidance program. 3. Discuss the selected theories with each group to be sure that they are compatible. 4. Check to be sure that all group members agree with the theories which were selected by the group. F. Preparation for Learning Experience 4 1. Tell participants that in the next learning experience, they will be clearly stating the theory(ies) they have selected so they can communicate the theory to others. 2. Have each member in a team select one of these five theories for use in the Individual Activity in Learning Experience 4. • Trait-Factor Theory • Personality Theory • Sociological Theory • Development Theory • Decision-Making Theory 3. Be sure that each person on the team has selected at least one theory.	If there are more than five team members, two persons can take the same theory. If there are less than five, ask some team members to take more than one theory.

Handout

Career Development Theory Ranking Form

Theory	Rankings (High → Low)
A. Trait-Factory Theory	5 4 3 2 1
Reason:	
B. Personality Theory	5 4 3 2 1
Reason:	
C. Sociological Theory	5 4 3 2 1
Reason:	
D. Developmental Theory	5 4 3 2 1
Reason:	
E. Decision-Making Theory	5 4 3 2 1
Reason:	

Selected Theory(ies)

1. _____

2. _____

NOTES

Learning Experience 4

Stating Your Theory in Clear Terms

OVERVIEW

COMPETENCY	State selected career development theory in clear terms, defining how its components provide the basis for major areas of a career guidance program.
READING	Read Competency 4 on page 14.
INDIVIDUAL LEARNING OBJECTIVE	For the key career development theory questions you have selected, list the specific features or components of your selected theory. Deduce and state the implications of each component for your career guidance program.
INDIVIDUAL ACTIVITY	State the theory components and program implications for the theory area you have selected.
INDIVIDUAL FEEDBACK	Check to see if you have clearly stated all of the theory components and program implications of your selected career development theory.
GROUP LEARNING OBJECTIVE	State your selected career development theory(ies) in clear terms, stating all of the theory components and the program implications of each component.
GROUP ACTIVITY	Work in your group to clearly state your selected theory by listing theory components and program implications for the four key question areas.

INDIVIDUAL ACTIVITY - **State the theory components and program implications for the theory area you have selected.**

In this activity, you will learn how the four key career development questions can be used to clearly state your selected theory, and will state the theory components and program implications for the career development question you have selected.

Read the section for Competency 4 on page 14. When you have read this section, return to this page.

Describe the theory components and program implications for the key career development question you have selected, using the worksheet, "Program Implications of Your Career Development Theory."

Worksheet

Program Implications of Your Career Development Theory

Directions:

1. Write the key career development question you have selected on the form.
2. List the major components of your selected theory which relate to the key question. Refer to figure 1 which summarizes the theories, and to the handout, "Summary of Career Development Theories," which your group completed in Learning Experience 2. List all of the key concepts which your selected theory(ies) suggests.
3. Think of the implications of these components for your career guidance program.

Example 1

Component: Influence of family largely determines career choice.

Implication: The career guidance program should provide experiences to expand the career awareness of parents as well as students.

Example 2

Component: Career choice is an attempt to implement self-concept.

Implication: Unemployed program participants need positive experiences to enhance their self-concepts before making definite career plans.

Key Career Development Question _____

Theory Component	Program Implications for Clients
1	
2	
3	
4	
5	

INDIVIDUAL FEEDBACK

Check to see if you have clearly stated all of the theory components and program implications of your selected career development theory.

Review the worksheet, "Program Implications of Your Career Development Theory," to be sure that--

1. you have listed all of the theory components related to your key career development question,
2. you have listed as many program implications as possible for each theory component, and
3. you are prepared to present this information to the group.

GROUP ACTIVITY

Work in your group to clearly state your selected theory by listing theory components and program implications for the four key questions areas.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Have participants work in the same groups which they were in for the other learning experiences.	
2. Have participants compiete the Individual Activity.	
B. Stating Your Career Development Theory	
1. Have group members take turns presenting the information related to their key question. As they present, other group members should ask questions and add new theory components and/or program implications.	If more than one person has the same key question, each participant having the question can report in turn. Encourage discussion and questions within the groups.
2. As each component is discussed, the presenter should list new suggestions on the worksheet "Program Implications of Your Career Development Theory." Then the group	

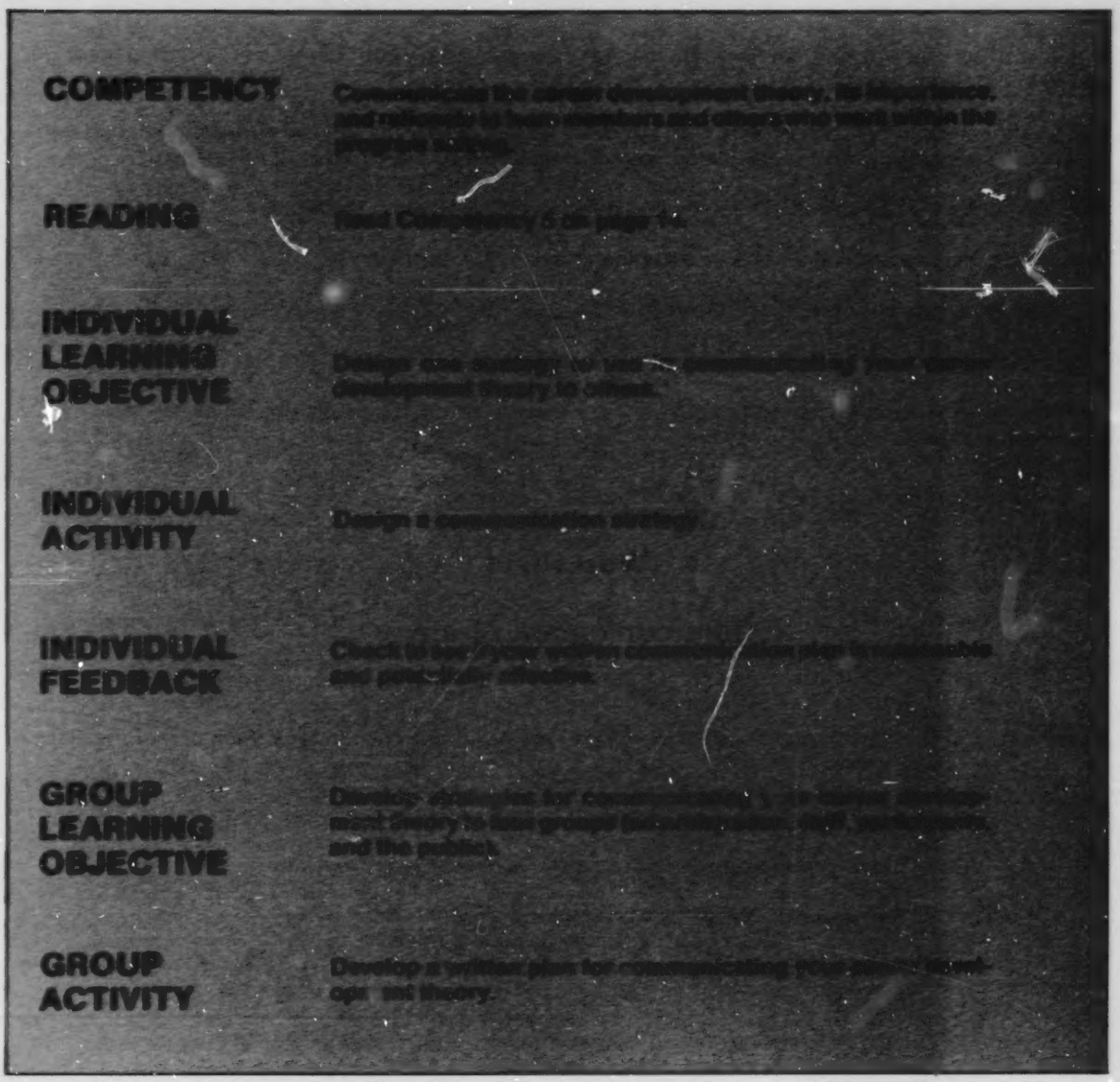
Facilitator's Outline	Notes
will have a concise statement of its selected career development theory for use in career guidance program development activities.	
C. Feedback	
1. Check to be sure that each group has a final revised statement of the theory components and program implications for each of the four key career development areas (personal characteristics; environmental factors; career decision making; and career development, growth, and change).	
2. Have groups review to see that the descriptions cover all of the key components of the selected career development theory(ies).	Suggest that they use figure 1 for this review.
3. Check to be sure that consensus has been reached regarding the program implications which have been suggested.	This is especially important if several group members represent one program.

NOTES

Learning Experience 5

Communicating Your Theory to Others

OVERVIEW



INDIVIDUAL ACTIVITY

Design a communication strategy.

In this activity, you will learn some guidelines for communicating your career development theory to others and design one strategy.

Review the reading for Competency 5 on page 14. As you read, note the three ideas to keep in mind while communicating your theory. When you have read this section, return to this page.

Keep the following objectives in mind as you design communication strategies:

1. Help others to understand the importance and use of your theory.
2. Communicate your theory in stages over time.
3. Personalize your theory to increase understanding.

Now design one strategy to communicate your theory to others using the following worksheet, "Communication Strategy."

Worksheet

Communication Strategy

Directions: 1. Decide the audience for which you are designing the strategy. Pick one of these four audiences:

a. **Administration.** Those who will approve and support your program.

b. **Staff.** Those who will coordinate and deliver your program.

c. **Participants.** Those for whom your program is designed.

d. **Public.** Parents, community members, and others who are interested in your program.

2. Design one activity which you can use to communicate your theory to this group. Describe the strategy in terms of what will be done, who will do it, and when it will be done.

Audience:

Strategy:

INDIVIDUAL FEEDBACK

Check to see if your written communication plan is reasonable and potentially effective.

Review the worksheet "Communication Strategy" to be sure that--

1. you have selected an audience (administration, staff, participants, or public),
2. you have considered the following objectives in designing your strategy:
   - Help others understand its importance and use.
   - Communicate in stages over time.
   - Personalize the theory.
3. you have stated a strategy which tells what will be done, who will do it, and when it will be done.

Compare your strategy with the following sample.

Communication Strategy

Audience: Staff

What: Career development workshop for staff

Who:

Guidance staff	to design the workshop
	to develop specific activities
	to contact university consultant to help with the workshop
	to make physical arrangements for workshop
	to plan evaluation of the workshop
	to communicate information about the workshop to the staff
Administration	to provide financial support for the workshop
	to approve the schedule of the workshop
	to endorse the workshop
	to help communicate information about the workshop to staff
Consultant	to help the guidance staff design the workshop
	to prepare information describing the career development theory
	to co-lead the workshop with the guidance staff
Staff	to attend the workshop
	to provide evaluation feedback

When: During the regularly scheduled inservice day on November 15

GROUP ACTIVITY

Develop a written plan for communicating your career development theory.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Warm-up Strategy	
1. Review sample communication strategy in the Individual Activity and discuss with participants whether the design addresses the following objectives:	
• Help others to understand the theory's importance and use. • Communicate in stages over time. • Personalize the theory.	Note that such a strategy could be used to communicate any of the five theories listed in the module.
2. Have participants complete the Individual Activity.	
B. Warm-up Communication Plan	
1. Review the transparency "Communication Plan" on page 59 with participants and discuss whether or not the strategies listed are appropriate to the audiences identified in the module.	There are many alternatives for each audience.
2. Try to elicit some other appropriate strategies which the groups might employ in their plans.	Encourage groups to generate other alternatives.
3. The participants will work in the same groups which they were in for the other learning experiences.	
C. Sharing Communication Strategies	
1. Have group members take turns presenting their strategies from the Individual Activity and other members should ask questions and discuss the communication strategy as it is presented.	

Facilitator's Outline	Notes
2. Encourage group members to take notes to help them select communication strategies later in this activity.	
D. Developing a Communication Plan	
1. Have each group develop a communication plan using handout "Communication Plan" on page 57.	
2. Have each group design a communication plan for each of the four audiences (administration, staff, participants, and public).	
3. Indicate that as they develop the plan, they should be sure that each strategy tells what will be done, who will do it, and when it will be done.	
E. Feedback	
1. Check to be sure that each group has designed a strategy for each audience (administration, staff, participants, and public).	
2. Check to be sure that each strategy tells what will be done, who will do it, and when it will be done.	
3. Have each group report its strategies to the other groups so that each participant is aware of a number of communication strategies.	
F. Preparation for Learning Experience 6	
1. Tell the participants that in the next learning experience they will apply their selected career development theory to several program development areas.	If necessary, assign the same program development area to more than one team member.
2. Have each member in a team select one of these program development areas for use in Learning Experience 6. • Identifying participants' needs • Setting program goals • Designing program strategies	

Facilitator's Outline	Notes
• Coordinating your career guidance program • Evaluating your career guidance program 3. Be sure that each person in a group has selected a program development area	

Handout

Group Number _____

Communication Plan

Directions: Develop a strategy for each audience. Be sure each strategy indicates what will be done, who will do it, and when it will be done.

Audience	Strategy
A. Administration	
B. Staff	
C. Participants	
D. Public	

NOTES

Transparency Master

Communication Plan

Directions: Develop a strategy for each audience. Be sure each strategy indicates what will be done, who will do it, and when it will be done.

Audience	Strategy
A. Administration	**Informal "coffees"** to discuss appropriate career development theory and explain the theory chosen and its advantages to the program.
B. Staff	**Inservice meetings** to encourage staff to include discussion of career opportunities in their areas of speciality as a part of the program.
C. Participants	**Career fair**, emphasizing career opportunities arising from skill training provided in program. Utilize staff and program facilities.
D. Public	Public relations **radio spot announcements** emphasizing training opportunities in program.

NOTES

Learning Experience 6

Applying Theory to Program Development

OVERVIEW

COMPETENCY	Apply the career development theory throughout all phases of the development and implementation of the program so that ongoing decisions are made on a clear logical basis.
READING	Read Competency 6 on page 15.
INDIVIDUAL LEARNING OBJECTIVE	List the uses of your theory for the program development area which you have selected.
INDIVIDUAL ACTIVITY	List the uses of your theory for the program development area which you have selected.
INDIVIDUAL FEEDBACK	Check if you have clearly stated the uses of your career development theory in the career guidance program development areas.
GROUP LEARNING OBJECTIVE	List uses of your career development theory for each of the five career guidance program development areas.
GROUP ACTIVITY	Work in your group to clearly state the uses of your career development theory in the five program development areas.

INDIVIDUAL ACTIVITY

List the uses of your theory for the program development area which you have selected.

In this activity, you will learn how your career development theory can be used to guide career guidance program development in five areas and will list uses of your theory in the program development area which you have selected.

Review the reading for Competency 6 on page 15. When you have read this section, return to this page.

As you learned in the reading, your career development theory can guide career guidance program development in these five areas:

1. Identifying participants' needs
2. Setting program goals
3. Designing program strategies
4. Coordinating your career guidance program
5. Evaluating your career guidance program

Now list the uses of your theory for the program development area which you have selected, using the following worksheet, "Using Your Theory in Program Development."

Worksheet

Using Your Theory in Program Development

Directions: 1. Write the program development area you have selected on the form.

2. List the ways in which you can apply your theory in this area. Here are some suggestions to guide you.

   a. Identifying participants' needs. Review components of your theory to develop a list of needs assessment items.

   b. Setting program goals. Use your theory to review the comprehensiveness and appropriateness of stated program goals.

   c. Designing program strategies. Use your theory to evaluate the effectiveness of strategies before selecting specific strategies for use in your program.

   d. Coordinating your program. Use your theory to review the comprehensiveness of your total career guidance program.

e. Evaluating your program. Use your theory to specify the program outcomes which will be evaluated.

Program Development Area _____

Uses of Your Theory

1.

2.

3.

4.

5.

INDIVIDUAL FEEDBACK

Check if you have clearly stated the uses of your career development theory in the five career guidance program development areas.

Review the worksheet, "Using Your Theory in Program Development," to be sure that--

1. you have listed your program development area,
2. you have listed all of the ways you can think of to use your career development theory to guide activities in that program development area (try to list at least three uses), and
3. you are prepared to present this information to a group.

GROUP ACTIVITY

Work in your group to clearly state the uses of your career development theory in the five program development areas.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Indicate that participants will work in the same groups they were in for the other learning experiences.	
2. Have participants complete the Individual Activity.	
B. Applying Theory to Program Development	
1. Tell participants that group members will report the uses of the career development theory in the program development area they have selected and used in the Individual Activity.	
2. Have group members take turns presenting the information related to their program development area. As	If more than one person has the same program development area, all participants having the

Facilitator's Outline	Notes
they suggest uses, other group members should ask questions and add new uses where possible 3. As each program development area is discussed, encourage the presenter to add new uses to his/her worksheet "Using Your Theory in Program Development" so a comprehensive list of uses is stated on the form. The group should develop at least three uses for each of the five program development areas. C. Feedback 1. Check to be sure that each group has developed a revised list of uses of career development theory for each of the five program development areas (identifying participants' needs, setting program goals, designing program strategies, coordinating your program, and evaluating your program). 2. Check to be sure that each group has listed at least three uses of theory for each of the program development areas. 3. Check to be sure that all group members agree with the suggested uses of career development theory in program development.	same area can report at the same time.

NOTES

Learning Experience 7

Evaluating Your Theory's Effectiveness

OVERVIEW

COMPETENCY	Evaluate the effectiveness of the theory, and revise it as necessary to provide a sound basis for the program.
READING	Read Competency 7 on page 16.
INDIVIDUAL LEARNING OBJECTIVE	Develop one evaluation strategy for each of the five criteria for use in evaluating the effectiveness of your career development theory.
INDIVIDUAL ACTIVITY	State one evaluation strategy for each of the five criteria.
INDIVIDUAL FEEDBACK	Check if you have a clearly stated plan using at least two strategies for evaluating your career development theory.
GROUP LEARNING OBJECTIVE	Develop a plan for evaluating your career development theory which has at least two strategies for each of the five criteria.
GROUP ACTIVITY	Work in your group to develop a written plan to evaluate your theory.

INDIVIDUAL ACTIVITY

State one evaluation strategy for each of the five criteria.

In this activity, you will learn about five criteria which can be used to evaluate the effectiveness of your career development theory and will develop one evaluation strategy for each of these five criteria.

Review the reading for Competency 7 on page 16. As you read, note the five evaluation criteria. When you have read this section, return to this page.

You will now design one strategy related to each of the five evaluation criteria:

1. Appropriateness for program participants
2. Staff acceptance
3. Comprehensiveness
4. Ease of use and communication
5. Currentness

To develop your strategies, use the following worksheet:

Worksheet

Strategies for Evaluating Your Theory

Directions: List one strategy for each of the five criteria areas. Here are some examples of strategies:

a. Appropriateness for program participants. Collect information from program participants about career development needs which were not met by the program.

b. Staff acceptance. Survey staff to collect information about how satisfied they are with the goals of the career guidance program.

c. Comprehensiveness. Complete an analysis of the content of the career guidance program to identify career development areas which are neglected by the program.

d. Ease of use and communication. Keep a log while implementing your communication plan (Learning Experience 5) and note problems which were encountered.

e. Currentness. Use a recognized career development expert to review your written career development theory and suggest additions which might be made in light of recent career development research.

1. Appropriateness for program participants

   Strategy:

2. Staff acceptance

   Strategy:

3. Comprehensiveness

   Strategy:

4. Ease of use and communication

   Strategy:

5. Currentness

   Strategy:

INDIVIDUAL FEEDBACK

Check if you have a clearly stated plan using at least two strategies for evaluating your career development theory.

Review the worksheet, "Strategies for Evaluating Your Theory," to be sure that--

1. you have listed one strategy for each of the five evaluation criteria,
2. you have listed strategies which are practical for your team to use in your career guidance program, and
3. you are prepared to present this information to the group.

GROUP ACTIVITY

Work in your group to develop a written plan to your theory.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Indicate that participants will work in the same groups they were in for the other learning experiences.	
2. Have participants complete the Individual Activity.	
B. Developing an Evaluation Plan	
1. Tell participants that they will develop a written plan for evaluating their career development theory, using the handout "Plan for Evaluating Your Career Development Theory" on pages 73 and 74.	Encourage participants to develop different evaluation strategies in order to be prepared for the group learning activity (the objective for this activity requires the group to list at least two evaluation strategies for each criterion).
2. Ask group members to share each of their suggested strategies for the first criterion, appropriateness for	

Facilitator's Outline	Notes
program participants. After all of the strategies have been discussed, the group should select at least two strategies and list these on the handout "Plan for Evaluating Your Career Development Theory." They should select strategies which are both effective and practical.	Participants should be thinking of their own programs in deciding upon which strategies are both effective and practical.
3. Tell the group to continue sharing all suggested strategies for the other four criteria (staff acceptance, comprehensiveness, ease of use and communication, and currentness), to select at least two strategies for each criterion, and to record the strategies on the form.	
C. Feedback	
1. Check to be sure that each group has completed the written evaluation plan, listing at least two evaluation strategies for each of the five criteria (appropriateness for program participants, staff acceptance, comprehensiveness, ease of use and communication, and currentness).	
2. Have the groups review the strategies to be sure that they are effective and practical for use in their career guidance program.	
3. Check to be sure that all group members agree with the evaluation strategies which have been selected.	

NOTES

Handout

Group Number ____

Plan for Evaluating Your Career Development Theory

1. Appropriateness for program participants

   Strategy 1:

   Strategy 2:

2. Staff acceptance

   Strategy 1:

   Strategy 2:

3. Comprehensiveness

   Strategy 1:

   Strategy 2:

4 Ease of use and communication

Strategy 1:

Strategy 2:

5. Currentness

Strategy 1:

Strategy 2:

EVALUATION

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1. Name (Optional) _____ 3. Date _____

2. Position Title _____ 4. Module Number _____

Agency Setting (Circle the appropriate number)

6. Elementary School	10. JTPA	14. Youth Services	18. Municipal Office
7. Secondary School	11. Veterans	15. Business/Industry Management	19. Service Organization
8. Postsecondary School	12. Church	16. Business/Industry Labor	20. State Government
9. College/University	13. Corrections	17. Parent Group	21. Other

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic)					POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic)				
	None	Slight	Some	Much	Very Much	Not Taught	Little	Some	Good	Outstanding
1. Stating four advantages of using a career development theory in your guidance program.	0	1	2	3	4	0	1	2	3	4
2. Indicating how the use of a career development theory can help you avoid some common career guidance program development problems.	0	1	2	3	4	0	1	2	3	4
3. Reviewing one career development theory in terms of the four key career development theory questions.	0	1	2	3	4	0	1	2	3	4
4. Identifying the strengths and weaknesses of the six career development theories.	0	1	2	3	4	0	1	2	3	4
5. Applying the evaluation criteria to evaluate a career development theory.	0	1	2	3	4	0	1	2	3	4
6. Evaluating six career development theories and selecting one or more theories to provide a basis for your career guidance program.	0	1	2	3	4	0	1	2	3	4
7. Indicating the specific features of components of a career development theory.	0	1	2	3	4	0	1	2	3	4
8. Stating a career development theory in clear terms, stating all of theory components and the program implication of each component.	0	1	2	3	4	0	1	2	3	4

9. Designing one strategy to use in communicating a career development theory to others.	0 1 2 3 4	0 1 2 3 4
10. Developing strategies for communicating a career development theory to four groups (administration, staff, participants, and the public).	0 1 2 3 4	0 1 2 3 4
11. Listing the uses of a theory for program development area.	0 1 2 3 4	0 1 2 3 4
12. Listing the uses of your career development theory for each of the five career guidance program development areas.	0 1 2 3 4	0 1 2 3 4
13. Developing one evaluation strategy for each of the criteria for use in evaluating the effectiveness of your career development theory.	0 1 2 3 4	0 1 2 3 4
14. Developing a plan for evaluating your development theory which has at least two strategies for each of the criteria.	0 1 2 3 4	0 1 2 3 4
Overall Assessment on Topic of Establish a Career Development Theory	0 1 2 3 4	0 1 2 3 4

Comments:

Trainer's Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs. _____ min.

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School
_____ Secondary School
_____ Postsecondary School
_____ College/University
_____ JTPA
_____ Veterans
_____ Church
_____ Corrections
_____ Youth Services
_____ Business/Industry Management
_____ Business/Industry Labor
_____ Parent Group
_____ Municipal Office
_____ Service Organization
_____ State Government
_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participation or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 5					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 6					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 7					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved.

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience.

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected.

Outstanding: If more than 75% of learners mastered the content as expected.

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
5 = score (1-4)	_____	5 = score (1-4)	_____
6 = score (1-4)	_____	6 = score (1-4)	_____
7 = score (1-4)	_____	7 = score (1-4)	_____
Total (add up)	_____	Total (add up)	_____

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____ Actual Total Score _____ Compared to Maximum Total* _____

*Maximum total is the number of learning experiences taught times four (4).

NOTES

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities that require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work.

Module Title: *Establish a Career Development Theory*

Module Number: CG A-4

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1:	
Develop a list of advantages using a career development theory, using a problem/solution format.	1. Participants can list reasons for using a career development theory such as-- • program justification, • a means of communicating with others, • a guide for program development, and • a basis for guidance program evaluation. 2. Advantages for guidance program improvement as listed.
Group Activity Number 2:	
Identify the strengths and weaknesses of the six career development theories.	1. Participants can list four areas which a career development theory should address: • Personal characteristics • Environmental characteristics • Decision making process • Growth and development 2. All six theories should be analyzed in each of the four areas. 3. Consider the strengths and weaknesses of each theory.
Group Activity Number 3:	
Use a career development theory rating form to rank all six theories and select area for your program.	1. Understand the criteria for evaluating a theory: • Comprehensiveness • Easy to understand and communicate • Supported by data or actual experience • Does it address needs of your clients? 2. Can each group justify the theory it adopts? 3. Can group see if different theories can be used for different needs?

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 4 State program implications for the four key question areas or a theory selected.	1. Is one of the theories related by each group? 2. Are all four key areas identified in chosen theory: • Personal • Environmental • Decision making • Growth and development 3. Can each group develop program implications (type of activities) based upon the theory selected?
Group Activity Number 5: Develop a written plan for communicating your career development theory?	1. Has the plan specified each audience to be addressed? 2. Does it include a specific strategy for each audience? 3. Does one's plan indicate-- • what will be done, • by whom, • when, and • why. 4. Can participants list different ways of communicating to each audience concerning chosen theory?
Group Activity Number 6: State the uses of a career development theory in five program development areas.	1. Does each group have a selected career development theory? 2. Does each group have a list of five program development areas? • identifying participant needs • setting program goals • design program strategies • program coordination • program evaluation

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 7: Write a plan to evaluate a career development theory.	1. Does each group use the five evaluation criteria such as-- • appropriateness for clients, • staff acceptance, • comprehensiveness, • ease of use and communication, and • currentness. 2. Two strategies should be listed for each criteria. 3. Has the plan identified **who** will complete the strategies, and a **time line**?

NOTES

REFERENCES

Holland, J. L. *Making Vocational Choices: A Theory of Careers*. Englewood Cliffs, New Jersey: Prentice Hall, 1973.

Super, D. E., and Bohn, M. J. *Occupational Psychology*. Belmont, California: Wadsworth Publishing Co., 1970.

Tiedeman, D. V., and O'Hara, R. P. *Career Development: Choice and Adjustment*. New York: College Entrance Examination Board, 1963.

Sanderson, Barbara, and Helliwell, Carolyn. *Career Development Theory*. Palo Alto, California: American Institutes for Research, 1975 (reprint, 1978).

ADDITIONAL RESOURCES

Career Guidance For a New Age. Henry Borow, ed., Houghton Mifflin, Boston, Massachusetts, 1973. 348 pp.

This book is made up of nine well-documented monographs by National Vocational Guidance Association members of various professional disciplines. The nine topics reviewed are: 1) Historical and Recent Perspectives on Work and Vocational Guidance; 2) Social Change and the Future of Vocational Guidance; 3) The Name and Nature of Professional Guidance; 4) Work and Its Meaning in an Age of Affluence; 5) Work and the Productive Personality; 6) Toward Effective Practice: Emerging Models and Programs; 7) Behavorial Counseling for Vocational Decisions; 8) Computers in Support of Vocational Development and Counseling; and 9) Epilogue: A Sense of Vocation. The third, fourth and fifth topics may be of value in selecting a career development theory.

Theories of Career Development. Samuel H. Osipow. Prentice Hall, Englewood Cliffs, New Jersey, 1973. 328 pp. $9.95.

This book is an extensive and scholarly review of all the major career development theories. It is thoroughly documented throughout. Chapters are devoted to the following: Roe's Personality Theory of Career Choice; Holland's Career Typology Theory of Vocational Behavior; The Ginzberg, Ginzburg, Axelrod, and Herma Theory: Psychoanalytic Conceptions of Career Choice; Super's Developmental Self-Concept Theory of Vocational Behavior; Personality and Career; Social Systems and Career Decisions: The Situational Approach; A Comparison of the Theories; and Perspecti[illegible]

Theories of Occupational Choice and Vocational Development. Guidance Monograph Series IV. Joseph Zaccaria. Houghton Mifflin Co., Boston, Massachusetts, 1970. 88 pp.

This monograph presents an overview of the major theories of vocational choice and development. They are presented as tools for the counselor to use in helping individuals in clarifying their self-concepts and decision-making processes. The author presents some formulations of work and its influence upon individuals, explains the meaning of theory building to the practitioner, and provides examples of practical applications of theories at different school levels.

Vocational Guidance and Career Development in the Schools: Toward a Systems Approach. Edwin L. Herr and Stanley H. Cramer. Houghton Mifflin Co., Boston, Massachusetts, 1972. 356 pp.

This book develops a position statement about the potential significance of vocational guidance within the educational context - it views vocational development as a subsystem within the larger system of education. It reviews the American occupational structure, the bases on which vocational guidance objectives are formulated, "vocationalization" at elementary, junior high, and senior high levels, strategies, assessment and evaluation, cooperative efforts, and guidelines for bringing about change in the schools.

Vocational Psychology. John O. Crites. McGraw-Hill Book Co., New York, New York, 1969. 704 pp.

This book contains a review and synthesis of research and theory in the field of vocational psychology. It emphasizes vocational behavior and is divided into two main parts, one on vocational choice and the other on vocational adjustment. The author also codifies and defines vocational psychology as a field of scientific inquiry. Section II of the book contains five chapters on various aspects of vocational choice, which should be of value to practitioners in the process of establishing their own career development theories.

NOTES

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

The National Center for Research in Vocational Education

Harry N. Drier ..... Consortium Director
Robert E. Campbell ..... Project Director
Linda A. Pfister ..... Former Project Director
Robert Bhaerman ..... Research Specialist
Karen Kimmel Boyle ..... Program Associate
Fred Williams ..... Program Associate

American Institutes for Research

G. Brian Jones ..... Project Director
Linda Phillips-Jones ..... Associate Project Director
Jack Hamilton ..... Associate Project Director

University of Missouri-Columbia

Norman C. Gysbers ..... Project Director

American Association for Counseling and Development

Jane Howard Jasper ..... Former Project Director

American Vocational Association

Wayne LeRoy ..... Former Project Director
Roni Posner ..... Former Project Director

U.S. Department of Education, Office of Adult and Vocational Education

David Pritchard ..... Project Officer
Holli Condon ..... Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms. Grace Basinger
Past President
National Parent-Teacher Association

Dr. Frank Bowe
Former Executive Director

Ms. Jane Razeghi
Education Coordinator
American Coalition of Citizens with Disabilities

Mr. Robert L. Craig
Vice President
Government and Public Affairs
American Society for Training and Development

Dr. Walter Davis
Director of Education
AFL-CIO

Dr. Richard DiEugenio
Senior Legislative Associate
(representing Congressman Bill Goodling)
House Education and Labor Committee

Mr. Oscar Giernes
Administrator (Retired)
U.S. Department of Labor
Division of Employment and Training

Dr. Robert W. Glover
Director and Chairperson
Federal Committee on Apprenticeship
The University of Texas at Austin

Dr. Jo Hayslip
Director of Planning and Development in Vocational Rehabilitation
New Hampshire State Department of Education

Mrs. Madeleine Hemmings
National Alliance for Business

Dr. Edwin Herr
Counselor Educator
Pennsylvania State University

Dr. Elaine House
Professor Emeritus
Rutgers University

Dr. David Lacey
Vice President
Personnel Planning and Business Integration
CIGNA Corporation

Dr. Howard A. Matthews
Assistant Staff Director
Education (representing Senator Orin G. Hatch)
Committee on Labor and Human Resources

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Superintendent
Milwaukee Public Schools

Ms. Nanine Meiklejohn
Assistant Director of Legislation
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State Director of Vocational Education
Florida Department of Education

Dr. Jack Myers
Director of Health Policy Study and Private Sector Initiative Study
American Enterprise Institute

Mr. Reid Rundell
Director of Personnel Development
General Motors Corporation

Mrs. Dorothy Shields
Education
American Federation of Labor/Congress of Industrial Organizations

Dr. Barbara Thompson
Former State Superintendent
Wisconsin Department of Public Instruction

Ms. Joan Wills
Director
Employment and Training Division
National Governors' Association

Honorable Chalmers P. Wylie
Congressman/Ohio
U.S. Congress

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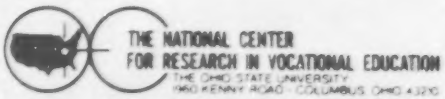
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Competency-Based Career Guidance Modules

CATEGORY A: GUIDANCE PROGRAM PLANNING
- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Team
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Theory
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING
- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING
- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING
- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING
- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

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